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## Faculty Bulletin: November 20, 1967

La Salle University

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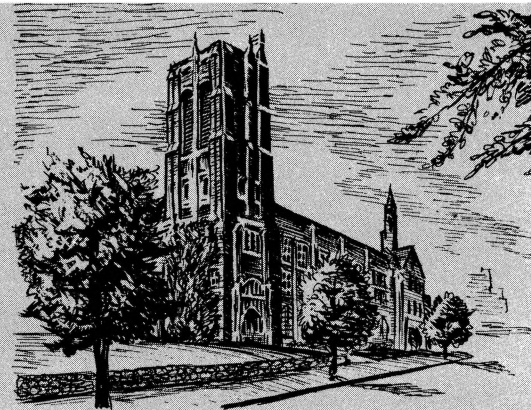
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# LA SALLE COLLEGE FACULTY BULLETIN



VOL. X, No. III

Philadelphia, Pa. 19141

November 20, 1967

## CALENDAR OF EVENTS

(Through January 17, 1968)

Lecture: Richardson Dilworth (Theatre, 12:30 P.M.).....	November 22
Thanksgiving Holidays.....	November 23-24
Career Conference (begins 10:30 A.M.).....	November 28
Forum Lecture: "Contraception" (Theatre, 12:30 P.M.).....	November 29
Varsity Basketball: vs. Rider (Palestra, 8:45 P.M.).....	December 2
Varsity Basketball: at Gettysburg.....	December 6
Immaculate Conception (Holyday & Holiday).....	December 8
Varsity Basketball: vs. Albright (Palestra, 7 P.M.).....	December 8
ROTC Mass of St. Barbara.....	December 12
Honors Lecture: A.M. Bickel (CU 307, 8 P.M.).....	December 13
Film: "Guns of Navarone" (Theatre, 5:30 & 8:30 P.M.).....	December 13-14
Varsity Basketball: at Bucknell.....	December 13
Christmas Recess Begins (after 4:30 P.M.).....	December 15
Varsity Basketball: vs. Niagara (Palestra, 8:45 P.M.).....	December 16
Faculty-Staff Christmas Party.....	December 17
Varsity Basketball: at Boston Garden Tourney.....	December 20-21
Varsity Basketball: at New York Holiday Festival.....	Dec. 26-28-30
New Year's Holidays.....	January 1-2
Varsity Basketball: at Miami (Fla.).....	January 2
Honors Lecture: Hon. Joseph S. Lord (Theatre, 8 P.M.).....	January 3
Film: "The Sandpiper" (Theatre).....	January 5-6
Varsity Basketball: vs. St. Joe's (Palestra, 8:45 P.M.)....	January 6
Swimming: at Temple.....	January 6
Varsity Basketball: at Loyola (New Orleans).....	January 9
Semester Examinations.....	January 12-19
Swimming: vs. St. John's (Germantown YMCA, 8 P.M.).....	January 12
Varsity Basketball: vs. Syracuse (Palestra, 8:45 P.M.)....	January 13

PRESIDENT'S OFFICE:RESOLUTION ADOPTED BY THE  
AMERICAN ASSOCIATION OF  
UNIVERSITY PROFESSORS

The American Association of University Professors and the academic community have long stressed the fundamental principle set forth in the 1940 Statement of Principles on Academic Freedom and Tenure that "The common good depends upon the free search for truth and its free exposition." Universities and colleges are dependent for their very life on the maintenance of this principle within their walls.

The Council of the American Association of University Professors has again asserted this principle at its meeting of October 28, 1967.

The Council also approved the Joint Statement on Rights and Freedoms of Students, which affirms that "Free inquiry and free expression are indispensable to the attainment of the goals" of academic institutions. The Joint Statement emphasizes that "the responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community" and develops other implications of these principles. The Statement notes that students should "be free to support causes by any orderly means which do not disrupt the regular and essential operation of the institution."

In view of some recent events, the Council deems it important to state its conviction that action by individuals or groups to prevent speakers invited to the campus from speaking, to disrupt the operations of the institutions in the course of demonstrations, or to obstruct and restrain other members of the academic community and campus visitors by physical force is destructive of the pursuit of learning and of a free society. All components of the academic community are under a strong obligation to protect its processes from these tactics.

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STATEMENT OF POSITION OF  
COLLEGE PLACEMENT COUNCIL

College placement is concerned with the student's career development. In over a half-century of operation on the campus, college placement has come to represent the co-operative efforts of higher education and of all types of employers, including those from business, education, government, and industry. The focus of these efforts is the student; the purpose is to provide counsel and guidance so that he may, in his vocation, find personal growth and realization.

The final step in the placement process is the student's discussion of career interests with representatives of employing firms and agencies. It is important to the integrity of the program that such interviews be conducted on

the campus and as a responsibility of the institution. Additionally, on-campus interviews provide opportunities for career exploration with the least interruption of academic work.

Over 2,000 employers from business, government, and industry visit college campuses annually to recruit; an additional 4,000 to 5,000 school districts and colleges seek graduates for teaching positions. So great is the demand that interview schedules are usually arranged a year in advance. To disrupt these schedules is to jeopardize the opportunities of countless students to meet with prospective employers.

Recently, small minority groups in ever-increasing numbers, have obstructed the conducting of campus interviews by certain organizations. The result has been the disruption not only of the target interviews but also, in some instances, of all interviews.

The College Placement Council, Inc., representing the Regional College Placement Associations, believes that a fundamental element in the placement and recruitment function is the right of the student and the employer to engage in personal interviews without interference from those who would protest the presence of a specific employer.

The Council recognizes the right of students to disagree; it believes also that the parallel obligation of respect for the rights of others must be maintained. Therefore, it calls upon

the administrators and faculty members of colleges and universities to insure that these rights are protected through continued student-employer relationships on their campuses.

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#### LA SALLE HONORED BY AMERICAN CHEMICAL SOCIETY

La Salle's student affiliate chapter of the American Chemical Society has been selected for special commendation by the society's Council Committee on Chemical Education.

La Salle is one of sixty-four chapters out of a total of more than 475 being honored for excellence. The college was also honored in 1965.

Brother Raymond Wilson, F.S.C., Ph.D., is faculty advisor to the La Salle chapter. Dr. Max Barth is chairman of the Chemistry Department.

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#### APPOINTED TO DIOCESAN APPEAL BOARD

William J. Binkowski, Associate Professor, Education, has been designated the Catholic College representative to the Diocesan Appeal Board for the 1967-68 academic year, it was announced by Brother Daniel Bernian, F.S.C., Ph.D., President.

The Board consists of five persons, four of them to be selected by the Superintendent of Schools. The fifth is a faculty member of one of the area Catholic Colleges.

V.P., ACADEMIC AFFAIRS:

## RESEARCH LEAVE DEADLINE

At its first meeting of the year on Friday, November 3, the College's Research Leave Committee felt that the number of applications for grants intended for summer research projects and major course improvements was significantly below par.

The committee attributed this deadline in the number of applications to the early deadline (October 15) this year. It recommended that additional applications be requested from the faculty with a new deadline set for Wednesday, November 22.

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## FELLOWSHIP RECOMMENDATIONS

Shortly some of your students may ask you for letters of recommendation for one of the above fellowships. The Fellowship Committee would like to call the following notions to your attention as an aid in writing your letters:

1. Letters should avoid being perfunctory and too brief.

2. If the recommender is really sold on the student, we advise not following the Danforth recommendation requirement (the Wilson form doesn't ask for it) that specific weaknesses of the student be discussed.

3. Would avoid discussion of the student's social and extra-curricular activities.

4. Letter, like the statement, should be as concrete and specific as possible - with references to actual long papers, projects, etc.; details about student's style of thinking, with examples, and its development.

5. Letters should be typed, single-space.

6. Some letters imply, by their care and detail, that this is a student the teacher is willing to extend himself for.

7. "Ranking in upper 5%" is becoming cliché. Would favor "best in the department in 10 years," "as good, better than last year's WW Winner," "upper 2%," etc.

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SCHOOL OF BUSINESS:

## ADMITTED TO ASSOCIATION

La Salle has been admitted to the Middle Atlantic Association of Colleges of Business Administration at the group's recent convention, it was announced by Brother David Pendergast, Dean.

La Salle has also been extended an invitation to membership in the American Association of Collegiate Schools of Business Assembly. The invitation has been formally accepted and the college is awaiting confirmation from the executive committee of the AACSB.

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ADMISSIONS:

## SPEAKS TO PTA

James F. Reilly, Assistant to the Director of Admissions, addressed the St. Patrick's PTA, Woodbury, New Jersey, at their November 14th meeting. The talk was entitled "College admissions-Think Now."

Parents were told of the excessive pressures placed on students from elementary school thru high school, and advised to help their children to take a realistic outlook toward getting into college.

Different types of post-secondary school education were discussed with the view that an individual student's educational problems must be met in accordance with his own needs.

ATHLETICS:

## FACULTY BASKETBALL TICKETS

Each faculty member has the option to purchase two tickets to each game at the reduced price of \$1.50 each.

To ease the ticket situation, Faculty members are requested to fill out the ticket request form which will be sent by the Athletic Department and return it to the Union Director's Office.

For Wednesday games, tickets will be held until Tuesday at 4:00 P.M.. Friday and Saturday game tickets will be held until Thursday at 4:00 P.M.

Faculty members may pick up their reserved tickets at the Union Director's Office. Unfortunately, since the number of tickets is limited, they will not be reserved unless the request form is filled out.

BIOLOGY:

## POLLUTION ECOLOGY LECTURE

Dr. Charles B. Wurtz, Biology Department, gave two lectures to a course on Pollution Ecology at the Taft Sanitary Engineering Center of the Federal Water Pollution Control Administration at Cincinnati, Ohio, on October 16.

Dr. Wurtz, represented La Salle at the community health forum on Air pollution held at the College of Physicians on November 4th.

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## CONSERVATION FAIR

La Salle's Biology Department participated in the second Conservation Fair conducted by the Wissahickon Valley Watershed Association.

The La Salle exhibit demonstrated techniques for the measurement of stream productivity. The exhibit was manned by Michael Rudnich and Alan Weiss, who worked under the direction of Dr. C.B. Wurtz.

CAREER PLANNING:

## CAREER CONFERENCE

La Salle's Career Planning and Placement Bureau will sponsor its 11th annual Career Conference for seniors on Tuesday, November 28th 1967 at 10:30 A.M. in the College Union Theatre.

Thatcher Longstreth, the Executive Director of the Chamber of Commerce of Greater Philadelphia, will be the principal speaker at the conference.

Some 25 companies are expected to send representatives, among them, E.I. Dupont de Nemours, International Paper Company, Union Carbide, Travellers Insurance Company, Merck, Sharpe and Dohme Philco, Montgomery Ward and Pennsylvania Railroad.

Principal purpose of the parley is to provide seniors with current information on business and industry, whose representatives will learn of the problems facing 1967 college graduates.

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COUNSELING CENTER:

## PSYCHIATRIC REFERRALS

Beginning in the Fall Term, 1967 student referrals to Harold J. Byron, M.D., College psychiatrist will be made through the Counseling Center.

Students referred to Dr. Byron through the Center receive psychiatric evaluation service without charge. Students referred directly to him without going through the Center are responsible for the fee involved.

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FOREIGN LANGUAGES:

## SPEAKS AT CYO CENTER

Dr. Leo Rudnytzky of the Department of Foreign Languages addressed a group of seminarians and social workers at the Catholic Youth Organization Center in Philadelphia. His lecture was entitled "Tutoring and Remedial Approaches."

It was a report on his activities in the language enrichment program set up by La Salle's Urban Renewal Center for the Stenton Avenue Child Care Center during the past summer. Dr. Rudnytzky's lecture was sponsored by the Department of Public Welfare and the Community Service Corps.

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## ESSAY TO BE PUBLISHED

An essay by Dr. Bernhardt Blumenthal on the study of literature will appear in the Comment and Rebuttal section of College English (April, 1968).

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HISTORY:

## CONFERENCE GRANT RECEIVED

The La Salle History Department has received a grant from the American Historical Association Service Center for Teachers of History in Washington, D.C.

The purpose of the grant will be to sponsor a conference for the public and private high school teachers in the area of Asian History. The conference will take place in the 1968-69 academic year. Dr. Arthur L. Hennessy will be in charge of the Conference.

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## O'GRADY STUDY PUBLISHED

The University of Kentucky Press published The Immigrant's Influence on Wilson's Peace Policies.

The study edited by Professor Joseph O'Grady, Associate Professor of History, grew out of the Maurice Francis Egan Lecture Series delivered during La Salle College Centennial year, 1962-63.

Professor's Austin J. App and Dennis J. Mc Carthy contributed essays on the Germans and the British respectively. The work was reviewed by Professors Arthur Lind, the author of the multi-volume definitive biography of Wilson before publication.

He declared it was "a very significant study. Indeed, I do not know when I have read a book that has so excited my interest and enlarged my knowledge, the book will add much depth, both by way of detail and interpretation, to our understanding of the period and its problems."

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NEWS BUREAU:

## JANUARY FACULTY BULLETIN

Deadline for the next Faculty Bulletin will be Thursday, January 11. Publication date will be Wednesday, January 17.

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PHILOSOPHY:

## DELIVERS LECTURES

Eugene Fitzgerald delivered a talk at the Newman Center, University of Pennsylvania, Thursday October 12, on the topic: "Altruism, Ayn Rand and The Playboy Philosophy."

On Sunday, October 15, Mr. Fitzgerald delivered a lecture at the Canaan Baptist Church, Wister and Haines Streets, on the topic: "The Faces of Love."

The Rev. Gus Roman, Pastor of Canaan Baptist is National Coordinator of Philadelphia's OIC, whose director is the Rev. Dr. Leon Sullivan, recent recipient of La Salle's Signum Fidei Medal.



POLITICAL SCIENCE:

## APPEARS ON TV PROGRAM

Dr. Robert J. Courtney, Professor of Political Science, appeared on the TV program "Conversation" Nov. 5, 1967, on channel 29 to discuss the "Mayoralty Election in Philadelphia."

Dr. Wm. Mc Kenna of Temple University was the other participant on the program.

Dr. Victor D. Brooks, of the Evening Division Psychology Department, will speak at a seminar sponsored by the U.S. Civil Service Commission, in Washington, Nov. 24, on "The College Graduate in the Federal Government Service."

Dr. Brooks will also participate in a symposium sponsored by the Department of Labor, Dec. 8, in New York, on "Automation and its Effect on Clerical Occupations."

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PSYCHOLOGY DEPARTMENT:

## FEATURED SPEAKERS

Jerome F. X. Carroll was the featured speaker at the Catholic Charities Social Services' Family Forum, Oct. 27, at the Cenacle of the Missionary Servants of the Most Blessed Trinity.

Mr. Carroll, who has served as consultant to the agency's Adoption Bureau the past four years, discussed, "Self Disclosure in Interpersonal Relationships and Adjustment."

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Joseph J. Bernier spoke on "Testing For Vocational Direction" to a meeting of the Paint Salesmen's Association of Philadelphia, at the Presidential Apartments, Nov. 3.

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Dr. Joseph Kovatch spoke to the Gwyn-Nor PTA, Upper Gwynedd, Pa., on Oct. 31 and served as a moderator of a panel following his discussion on "The Underachiever" on Nov. 21, we will present a paper, "The Intellectual and Emotional Development of The Child," to the York St. PTA, Lansdale.

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## ARTICLE TO BE PUBLISHED

The National Catholic Guidance Journal will publish an article by Dr. John J. Rooney based on his presentation at their convention, in their Fall 1967 issue. The article discusses "Counseling and Spiritual Direction."

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**ALUMNI NEWSLETTER PLANNED**

The Psychology Department plans to publish an Alumni Newsletter in the middle of December for distribution to all former Psychology majors. Copies may be obtained from Mr. Jerome F.X. Carroll.

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**PUBLIC RELATIONS:****PUBLIC RELATIONS HANDBOOK**

Faculty members are invited to pick up copies of the Public Relations Handbook of the College in the office of the Vice President, Public Relations, CU 205.

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**ARCHIVES DEPARTMENT**

All departments are requested to comb their 1967-68 files for appropriate materials to be sent to the Archives of the College, in care of Brother James Conaghan F.S.C., College Representative, Special Affairs, CU 309.

**ROTC:****ST. BARBARA'S DAY, DEC. 12**

St. Barbara's Day Parade and Mass will be held 12 December instead of 5 December, as previously announced.

Freshmen, and Sophomores, Juniors and Seniors in ROTC will be excused from classes during periods 2, 3, and 4.

The parade will start from McCarthy Stadium at 0940 hours, proceeding up 20th street to Olney, East on Olney to Broad St., and South on Broad st. to Holy Child Church. There the cadets will participate in a Mass honoring La Salle College Graduates who have died in the service of their country.

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**PARTICIPATED IN PARADE**

The La Salle College President's Guard Drill Team and ROTC Band participated in the Miss Philadelphia Pageant Parade held on Chestnut Avenue between Anderson and Morris Streets at noon on Saturday, November 18, 1967.

The Trick Team of the President's Guard also participated in the Pageant on Saturday evening held in the College of Textiles and Science Auditorium.

**SOCIOLOGY:****APPOINTED TO COMMITTEE**

Thomas Coffee has been appointed to the Nominations Committee of the American Catholic Sociological Society.

The current issue of the La-Salle Magazine is devoted to the crisis in the cities. Dr. Coffee and Dr. Murray Friedman, Lecturer in Sociology, have written articles for this special issue.

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## WORKING ON "TEACH-IN" PROJECT

Finn Hornum is working with the Germantown Area School Project as a Coordinator of the "Teach-In" project.

This project involves the training of high school students from area schools in sociological and psychological perspectives in preparation for their voluntary tutoring of elementary school children.

GENERAL:INTERDISCIPLINARY  
STUDIES INSTITUTE

The newly formed Institute for Interdisciplinary Studies will submit the outline of a project "Establishment of Criteria For Interdisciplinary Cooperation" to the Esso Foundation.

The dateline for submission is December 1, 1967. All faculty members are eligible for membership in the Institute.

Active membership can be signified by sending one's curriculum vitae to Eugene Fitzgerald, Director, Mail room box 672. Approximately twenty five faculty members have attended meetings of the Institute in the past several months.

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## UNION LECTURE SERIES

On Wednesday, November 29, the College Union Lecture Series will conclude with talks on the topic "Contraception". The speakers will be Eugene Fitzgerald, of the Philosophy Department, and Dr. Larry Ng, neurologist of the University of Pennsylvania.

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## PICKWICK CLUB

A resume of the presentations and general discussion which took place at the October 20 meeting of the Pickwick Club on the topic "Academic Freedom and The Catholic College" will be mimeographed and sent to the general faculty for their scrutiny.

It is hoped that the material can be compiled and prepared some time around December 1. Your reactions and suggestions about this important topic are invited. Forty-three faculty members representing all of the disciplines of the college were presented at the meeting.

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REIFSTECK ELECTED PRESIDENT  
OF PLACEMENT ASSOCIATION

L. Thomas Reifsteck, director of career planning and placement at La Salle, has been elected president of the Middle Atlantic Placement Association for 1967-68.

Reifsteck is the first representative of a Catholic college to head the MAPA.

Conflict As a Spur to Education

People who examine and consult with colleges often urge them to get their purposes clear. Presumably that is good advice. But colleges, like other collections of people, are given shape by an engineer's fantasy of pulls and pushes, conflicting ambitions and convictions, purposes and cross-purposes.

This does not necessarily mean chaos. In the colleges that seem most lively one can make out an architecture of tensions, an effectively dissonant music. A college that takes an orthodox religious position, for example, may build a strong education on the pervasive conflict between a desire to propagate the faith and a conviction that students must examine their beliefs all the way to the bottom, even if it means departing sometimes from received doctrine. Or in a Negro college the overarching tension may be between two admirable but contradictory aims: to help students to their share of success, American style--as lawyers, researchers, corporate managers, politicians, teachers, civil servants--and to help them speak, out of their alienation, a cogent critique of white America.

Provided these tensions do not tear the institution apart, they can give it life. Without them, academic politics, instead of a contest over real issues, may become only the bickering of petty shopkeepers.

A Controversial Program

What kinds of conflicting purposes, then, can animate a college? The tension between free inquiry and a strongly held religious or ethical position is one. Another is the tension between accommodation to the prevailing society and criticism of that society. I should like to discuss a third kind of tension that gives tone to a number of colleges: the pull between different conceptions of education.

In the fall of 1965 Antioch introduced a new first-year program in which freshmen take no courses and receive no grades. They may attend presentations, which aim to awaken interest in questions that will reward study, and engage in seminars of varying lengths. No contract binds students to either presentations or seminars; they may choose ones they feel they need, or none at all. The program encourages students to learn independently and after their own fashion: the faculty helps to make available a variety of programmed materials, tapes, reading lists, books, autonomous laboratories and studios, recorded and filmed presentations, and the like.

Each student is assigned to a preceptor group composed of a faculty preceptor, two upper-class preceptorial fellows, and fifteen freshmen. These groups are intended to provide a social and academic springboard, with the preceptor and student jointly responsible for planning the student's work, finding the resources he needs, and evaluating the results.

The College is not yet ready to declare this first-year program a success or a failure--and the judgment certainly will never be as simple as that. (The students' progress will in time be compared with that of a control group that began with a conventional first year.) But the program has shown, if any demonstration were needed, that the Antioch community holds more than a single view of education.

No man in his senses would undertake to summarize the views of two hundred faculty members and eighteen hundred students on any subject, least of all one as intricate and as much discussed as the first-year program. Still, one may abstract from complex individual positions a couple of views that will give a sense of the range of opinion in the community, though they will not adequately represent any one person's stance.

### Opposing Views

The view most favorable to the first-year program stresses a student's involvement in his studies. One learns best, this view argues, when he sees the point in studying a subject or feels real curiosity about it--when he himself has chosen to study it. Relevance is the word; learning will be most meaningful when it seems relevant to the student's own needs and concerns. By extension, one may argue that any study, any experience can contribute to an education if it is examined and assimilated.

This view admires the first-year program for permitting preceptorial groups, among more conventional pursuits, to study psychic phenomena with the help of practicing mediums, to work with Appalachian children living in the Dayton area, or to discuss social interaction using the group itself as the specimen for analysis. The program, too, allows students time to sort out their enthusiasms and to develop a sense of where they are headed, gives them latitude to read extensively about topics that do not fall into any one discipline--city planning, for example, or American Indians.

Opposed to this stands a rather different view of education. Relevance is very well, according to this view, but a freshman student may have a limited notion of what is relevant to him. Disciplines have developed over time, each ordering and analyzing information in a distinctive and useful way; though mastering a discipline may sometimes be a painful business, it will enable a person to solve problems or perform services that he would otherwise find beyond his reach.

A student is most likely to achieve this mastery, those of this view say, when he commits himself to the study of a subject over a period of months and works in a sustained way with a faculty member trained in the subject. Further, a student invited to choose out of his own interest or need may become excessively self-regarding, disinclined to take seriously another time or place, other needs.

The Virtues of Tension

Antioch, of course, is not the only place where these views of education--the experiential and the professional--wrestle like brothers, two-thirds in earnest. At present, those two appear to be the conceptions of education that can stir the most tenacious loyalty in American students and faculty members. (Others--for example, the view that education means acquaintance with one's cultural heritage--now seem to have far less power.)

Short of mayhem, I believe a college is fortunate to have a range of views built into its structure--the experiential view in a work-study program or a first-year program, the professional in disciplinary majors and departments.

The inevitable contest will remind the professionals that their studies can become sterile or incestuous--if chemistry, for instance, breeds only chemists and chemists create nothing but chemistry--and that education exists only in the life of the learner. And the professionals will remind the experientialists that the world holds wonders besides those burning inside us and that some of them may indeed be discovered by perseverance and disciplined tutelage.

Conrad Hilberry, Associate Director  
Study of the Future of Liberal Arts  
Colleges in Antioch Notes, November,  
1966.

Who Will Shape the College?

One of the things that is clearly going on in higher education these days is that students are taking autonomy into higher education. This may be in the form of the free university movement or some other form. But in whatever form, we find students invading the curriculum. I sense that this student invasion is throwing the faculty into consternation over its role in education. (The faculty is so upset that in instances it has forced students outside the college to obtain systematic learning.) And I sense that this conflict between the role of the student and the role of the teacher may really be a crucial problem for colleges in the near future.

We have at Antioch College an example of what is going on--one that is shattering some of our fantasies about ourselves, as a matter of fact. We have had the illusion for some time that we were pretty open at Antioch. We had thought that we were able to arrange the efforts of teachers and the efforts of students in comfortable ways to meet common goals. That is why we arranged for students to be involved in college policy-making. They have been involved in the hiring and firing of faculty and in all of the other intimate processes of a college.

Then several years ago a group of faculty members and students consulted together and decided that we were not doing a very good job at the interface between secondary school and college. They thought that in spite of the fact that it was self-selection that brought Freshmen to Antioch, we were confronted with a wider and wider variety of new students. The group concluded that the formal processes by which we had been trying to induct high school students into Antioch were inadequate. Introduction into the College had essentially been done through various ingenious modifications of notions about general education. These people sensed that this initiation into college really wasn't working very well and that there was a lot of waste motion in it.

### An Innovation

To replace this scheme, they had the notion of going whole hog and setting up a rather permissive first year of college. They would take away grades and open up the curriculum. They planned to distribute students into groups of fifteen, each with a faculty member and two upperclassmen. They thought that the teachers and upperclassmen, being more experienced, would know what resources of the College were appropriate to Freshman interests. If they couldn't fit interests to resources, then they would be given time, staff, and money to create more satisfactory learning situations.

This seemed to be a reasonable kind of innovation in Freshman education, and it was made. But although we did not think the College had been coercing students in our previous program, evidently we had been. For under the new first-year program the faculty suddenly found that the students were not there. A professor would go to great lengths to put together a lovely seminar to introduce students to, say, some concept of chemical genetics. He would find perhaps twenty-five students at the first session of the seminar, twelve at the next session, and only three at the third--in a seminar scheduled to run for a whole quarter.

This did not happen only in isolated instances. It happened as well to faculty members who perceived themselves as very elegant teachers of Freshmen. The result has been a shattering confrontation of reality in terms of redefinition of roles. I cite this as evidence that if there is any meaning in students' claims to autonomy in the use of their time and in the use of college resources, then colleges are in for some very difficult and perplexing redefinition of roles. This is brought home in the kinds of questions one gets. One professor said that he felt as if he were not a faculty member but a lifeguard at a swimming pool. For a while he could count heads, and then he couldn't even see the heads. Were the students really there? If they were really there, had they already drowned? This is the kind of dilemma that such an educational innovation may pose.

## Whose Hand on the Throttle?

These examples indicate the tremendous amount of change that is under way in higher education. They immediately prompt questions such as these: Who is going to have his hands on the valves that are metering change? How are we going to meter change? Is it necessary to meter change? Is it necessary to be systematic about the way these changes are occurring, or should we simply accept them as they occur without real concern about how they are regulated?

Another way of putting this, I suppose, is to ask who are going to join in the revolution? For my perception of students these days is that they are very skilled revolutionaries. I think that we have a student generation that is more skillful and professional in its use of genuine revolutionary tactics than any generation within my lifetime--or perhaps beyond.

Packing our young people into educational institutions would pose no problem--except maybe that of dreary existence--if students lost their idealism. But that is certainly not so in the present situation. The one thing that does not seem to have changed is that there is something recreative in the human life cycle that we sense as idealism. I think it is much too elementary to call this idealism simplistic willingness to take risks in the absence of knowledge.

## Facing Up to Idealism

This regenerative cycle of idealism does confront colleges, and it is an ideal breeding place for some sort of revolution. We should question whether we would want to crush this idealism--except perhaps in self-defense. Yet, to deal with it in any revolutionary way, can a college really avoid becoming a revolutionary institution?

It is not a question of students' political capture of the institution--the analogy with Latin American universities is false. It is not a question of whether our universities have given political asylum in conventional political situations. Rather, it is a question of whether our colleges and universities are the one authentic institution of the youth of the nation. It is a question of having a group of young people (and it does not matter whether they feel idealistic because they have never been racked by adversity) who have a pretty clear notion that the world could go to hell in a basket and nobody could really do very much about it. They see themselves as having a possible role in solving that dilemma.

When these students look at the behavior of the intellectual community, they discover that it is just as possible to use refined intelligence to wage impossible war as it is to paint lovely pictures. What is there in college, they ask, that provides a discriminating value structure to govern the malignant use of informed intelligence?

Will colleges have to take a position on social policy in order to have a climate in which students can learn discriminating social values?

These are dilemmas with which colleges and universities must painfully cope in the time ahead.

BDB/gob

James P. Dixon, President, Antioch College  
in Antioch Notes, April, 1967.